Developing a Textbook for the Students of the Diploma III Program in Hotel Management

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**Abstrak**: Kajian dalam disertasi ini bertujuan untuk mengembangkan buku ajar. Untuk itu, diadopsi rancangan penelitian dan pengembangan usulan Borg and Gall dengan menggunakan tiga tahap utama, yaitu kajian awal yang direalisasikan melalui asesmen kebutuhan, pengembangan buku teks, dan validasi. Hasil final buku teks yang dikembangkan ditujukan bagi mahasiswa yang memiliki kemampuan setidaknya pada tingkat *intermediate*. Namun, masih diperlukan tindak lanjut untuk penyempurnaan kelayakan buku teks yang dikembangkan sekitanya buku teks tersebut akan diterbitkan untuk tujuan komersial.

**Kata kunci**: buku teks, pengembangan, Bahasa Inggris, supervisor hotel, ESP

**Abstrac**: The current study aims at developing a textbook. For the purpose, Borg and Gall’s R@D design is adopted with three main phases: a preliminary study realized through needs assessment, textbook development, and validation. The textbook as the final product is intended for those with minimum English mastery of the intermediate level. Further steps are needed for improvement of the textbook if it is intended to be available for more commercial use in the market.

**Key words**: textbook, development, English, hotel supervisors, ESP

Diploma III Program of Merdeka University, Malang (henceforth Diploma III Program) is a private tourism college in Malang that provides professional education services related with tourism and hospitality industries. By the end of their study, the students of Diploma III Program are expected to be a competent supervisor in their managerial roles and responsibilities. To reach the goal, Diploma III Program has made every attempt to improve the quality of its graduates, for example, updating its curriculum (Muhrofi-Gunadi, 2004) to meet the increasing needs of tourism industries in local, regional and global scales that have grown dynamically. In addition, it offers on-the-job training (henceforth OJT) to provide the students with field and work experiences in domestic travel agents or hotels and those travel agents or hotels abroad.

The one concern strongly felt by the management of Diploma III Program is the need to improve the students of the hotel management department in the English mastery for the managerial levels (Muhrofi-Gunadi, 1999). This insufficient mastery in English is further depreciated with other inadequate supporting learning resources relating to textbooks used for instructional purposes in the classroom (Robinson, 1991:57). In the context of the hotel management departments, and in other tourism colleges throughout Indonesia in general, it is argued, the vital role of textbooks as instructional materials of English courses is compellingly felt by both students and lecturers. In terms of fulfilment of learners’ needs, however, the textbooks available and used in the class are far from meeting the need of the students for their prospective jobs when they graduate. For example, mostly the textbooks available in the market lay a more emphasis on fluency of dual skills: listening and speaking as these textbooks are intended for those prospectively working in operator levels. This happens because the materials were developed by individuals with their own
conception of ESP and personality (Gebhard, 1996:89-90; Harmer, 1998:117), which does not necessarily stem from accurate principles of English for Specific Purposes (henceforth ESP) and those of textbook development (Kennedy, 1991:2; Robinson, 1980).

Theoretically, ESP textbooks should be developed on the basis of several clear criteria. Crawford (2002), for example, suggests several points for textbooks in order to become an effective vehicle during the teaching learning process. In the first place, textbooks necessarily contextualize the language that they stand for. Next, textbooks need to focus on whole-text levels of language. Authenticity and being realistic are another characteristic that a textbook should hold, in that the characteristic needs to provide a room for learners to explore to produce authentic language. In addition, language materials could do with a strong basis on which learners individualize their learning. Finally, meaningful learning is the one in which learners can engage their cognitive and affective potentials. As such, effective materials are those that can make learners activate their resources.

Similar ideas above are shared by Hutchinson and Waters (1987) who set up several criteria for textbook development as follows: ‘materials provide a stimulus to learning’, ‘materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt’, ‘materials embody a view of the nature of language and language learning’, ‘materials reflect the nature of the learning task’, ‘materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new concepts’, ‘materials provide models of correct and appropriate language use’. Several criteria for textbook writing are acronymized by Rajan (1997) as MAGIC, being motivating, meaningful; authentic, appropriate; graded; interesting, integrative (skills); and contextualized. Still another set of criteria is forwarded by Ur (1996:186). A good textbook is the one in which its instructional objectives are explicitly stated at the beginning, which are further explored in the materials. In terms of layout, it is clear and attractive; fonts of the letters are easy to read. Also, the instructional contents of the textbook are clearly structured and are presented in accordance with graded levels of difficulty. The textbook also contains ample authentic language that encourages learners to enhance autonomous learning. Seen from these theoretical perspectives, then, it is obvious that the existing textbooks as described in the previous parts, when examined further, are under these criteria for a good ESP textbook.

In a nutshell, the ESP textbooks available in the market for the students of Diploma III Program in Hotel Management are far from an ideal ESP instructional material. Obviously this is a gap that needs to be filled up through this present study in that there is no ESP textbook which has been developed conceptually to meet the needs of the students of Diploma III Program in Hotel Management at the hotel supervisor level. Based on the background discussed above, the current study aims primarily at developing an ESP textbook that conceptually meets the need of students of Diploma III Program in Hotel Management who will be projected in the career as hotel supervisors or middle managers.

**METHOD**

The present study adopts the R&D cycle proposed by Borg and Gall (1989) in which three main phases were established: preliminary study realized through needs assessment, textbook development, and validation. In the first step, needs assessment reflecting a kind of qualitative research (Cohen, Manion and Morrison, 2000) was performed, the design of which is mainly a field work with the researcher performing casual visits to the targeted hotels: three domestic ones in Surabaya and Malang and four star hotels in Singapore, Kualalumpur, and Osaka, the purpose of which is to identify hotel managers’ roles and responsibilities, to identify channels or modes of communication in utilizing language expressions and functions by hotel managers on their roles and responsibilities in the hotel management context, which involves determining specific channels or modes of communication, identifying the percentage in the use of channels or modes of communication, and identifying the extent to which the channels or modes of communication are used.

The needs assessment phase also involves Focussed Group Discussion (or FGD for short) (Varkevisser, Pathmanathan, and Brownlee, 1991) in which a number of data sources including foreign
supervisor agents from Qatar, the United Kingdom, and the Netherlands and those subjects who have hands-on experiences with hotel management are invited and consulted, and everyone present shares their experiences through brainstorming and question and answer activities. The researcher also used the students’ OJT reports conducted in some chain hotels and domestic hotels in Bali, Surabaya, Jakarta, Batu, and Malang as well as several relevant documents from the student’s reports such as hotel notes, letters, standard operation procedures for hotels are collected as data sources.

The subjects involved two five-star hotel general managers and ten hotel supervisors of several domestic five-star hotels as well as five-star hotels abroad, five subject matter specialists teaching hotel management courses, ten alumni, and ten students of Diploma III Program in Hotel Management, Merdeka University Malang who had completed their OJT.

The one main instrument utilized is the researcher herself with the help of interview guidelines and field notes. To assure validity and reliability of the instruments, prior to data collection in the needs analysis, a simulation is carried out by doing an informal validation during hotel visits as a part of an on-the-job training program for the students regularly held by the Diploma III and IV Program in Tourism, Merdeka University Malang.

The analysis of several sets of qualitative data includes ‘the process of identifying, coding, and categorizing the primary patterns in the data’ following Patton’s ‘inductive analysis’ for the emergence of patterns, themes, and categories of analysis from data (Patton, 1990:390) as well dimensions. Further steps include performing ‘logical analysis’ which involves cross-classifying ‘different dimensions to generate new insights about how the data can be categorized and look for patterns that may not have been immediately obvious in the initial inductive analysis (Patton, 1990:411).

In the second step, the present study utilizes a model of materials design proposed by Hutchinson and Water (1987:108) with ‘input’, ‘content focus’, ‘language focus’ and ‘tasks’. The study also utilizes a framework for materials designing by Tomlinson and Masuhara (2004) in these points. Another model of materials design adopted in the study is articulated by McDonough (1984:66-88) which includes what skills to include, rules for selection of language data, what topics to use, principles of designing tasks and exercises, principles of grading and principles of non-verbal data. Finally, Rajan’s model (1997) is also employed in the present study.

In the third phase, product validation, two main activities are conducted, namely theoretical validation and empirical validation. Theoretical validation involving experts is employed with a purpose of gaining ‘qualitative appraisal’ of the textbook improvement. The final draft as a result of the textbook development phase was submitted for evaluative judgment purposes by experts who are an expert on hotel management and an English language expert. A set of questionnaires was utilized for the purpose in which seven variables for evaluation are created: ‘content’, ‘exercises’, ‘communication’, ‘cultures’, ‘connections’, ‘communities’, and ‘general elements’. In addition, three variables are set up, namely language use, content, and exercises.

In the empirical validation a field testing is set up in the form of a small-scale survey and a focussed group discussion with two main sub activities: using the book in the class during the teaching learning activities of an English course and a focussed group discussion. The former is followed with data collection using a set of questionnaires to be distributed to both the lecturers and the students involved in the teaching learning process. The latter involves the triangulation of data resources. Three relevant main parties are involved, including 9 (nine) S-1 English lecturers majoring in English, who have been teaching at Diploma III and IV colleges in hotel management departments from several regions in Indonesia: Jakarta, Bogor, Surabaya, Malang and Samarinda. The second party includes sixty four students of the fourth semester from those tourism colleges. These students have passed English courses and have joined on-the-job training abroad and in some domestic hotels. In addition, a number of 15 (fifteen) hotel supervisors were involved in the validation phase.

The data in the empirical validation are of both qualitative and quantitative types generated out of the questionnaires. The qualitative data are in the forms of the verbal data. To gain ‘qualitative appraisal’ of the product for the purpose of product improvement, the data are treated as suggestions that the researcher needs to consider for the improvement of the textbook developed. Therefore, the subjects’
comments, criticisms, suggestions, ideas, language corrections are taken cautiously for accurate understanding, which ultimately aims at the necessary revisions upon the relevant parts in the textbook developed. The quantitative data, however, are analysed, while still keeping the idea of gaining ‘qualitative appraisal’ of the product, utilizing three main phases. For the purpose of quantifying the indicators by using the scale in a range from a score of 0 (zero) to 4 (four), first, a set of criteria at the indicator level is established using the scoring criteria. The second criteria at the variable level state that if the number of indicators under a particular variable rated with a score smaller than 2 (two) reaches 90% of the subjects of the validation phase, the variable under evaluation is interpreted as being not satisfactory. The third criteria aim at evaluating the consistency of subjects in assigning the scores as their evaluative judgment over the textbook developed. For the purpose, Hoyt’s ANOVA (Mehren and Lehman, 1984:277-278) is employed with the help of a statistical analysis package called SPSS Version 13.0 for Windows performed on a personal computer.

FINDING

It was revealed in the needs assessment phase that when the hotel general manager (GM) wants to socialize the new program, he or she will inform it through regular meetings or briefing, or informal gatherings. In these activities there will be the processes of utilizing language skills of listening, speaking, reading and writing, formally and informally. The language function that he or she applies depends on the issues with which the general manager or the supervisors deal. On different occasions with different events the language functions employed will be different.

Since most subject-matter specialists have experiences in working in the hotels, they knew the importance of English in the hotel daily life. The subject-matter specialists the subject-matter specialists emphasized the need for possessing good attitudes, good grooming, sufficient knowledge, disciplines, and skills in hotel management matters and that these are to be implemented appropriately.

Alumni of Diploma III in Hotel Management who already have the career in hotel mostly in several five-star hotels state the importance of teaching hotel courses in English, advanced English and English which is not only in an operator level but a supervisor level. They state that the career they have depends on the mastery of their English. They have to speak, read and write English everyday in their work. If they are good at the hotel management mastery, good attitudes, and English, they will have more opportunities for careers in-duty tours of international hotels.

The students of Diploma III in Hotel Management who have attended OJT at several star hotels stated that the supervisor directed and guided them in English particularly in five star hotels in the country or in hotels abroad. The supervisor implemented a strong measure of having disciplines, good attitudes, skills and knowledge in guiding the students in hotel.

All language communication channels: listening, speaking, reading and writing are utilized by hotel department supervisors in performing their roles and responsibilities in a variety of context of situation. However, the intensity in the use of these communication channels varies across their roles and responsibilities as well as situations. It is also obvious that in communicating using listening, speaking, reading and writing channels, hotel supervisor used integrated channels variably. Roughly, integrated speaking and listening dominated the channel of communication approximately occupying most of the situation during the implementation of their roles and responsibilities.

Several relevant findings during the needs assessment stage are related with the ways of how hotel department supervisors implement social skills such as body language, courtesy, grooming, hospitality, and discipline which become the character and the concern of hospitality industries. These matters are carefully taken into account in the present study as a basis for selection of instructional input text for the textbook development.

Based on the result of needs assessment, there are three main points to consider. In the first place, in order to give a room for the students with necessary English competencies in listening, speaking, reading and writing within the work related with hotel managers’ and supervisors’ roles and responsibilities, the book to be developed needs to present topics dealing with hotel management matters as the
contents. The next topics deal with building social skills to equip students with the importance of the theory and practice of social skills which are later a part of their daily activities in the workplace. There is also an example of a successful person who has a strong character. These two topics give an illustration that social skills and the implementation share a great deal of success. In addition to that, since the students are projected to deal with global and multicultural communities, there is a need to introduce the students to the topics dealing with multicultural aspects.

Secondly, with a reference to the topic allocation as described in the previous section, English competencies are distributed proportionately across the topics. These topics constitute the units that make up the book as a whole. In this strategy, English skills are framed in balance with particular contents dealing with hotel management aspects. Next, to activate the students’ schemata, content and formal schemata, the students are introduced with initial sections containing tasks related with language and content aspects. The tasks are presented in game-like activities where the students can work in pairs, or in groups.

Finally, there is a need to outline the plan for each unit. In this present study, the plan for each unit is reflected as follows: Unit Identity, Competences to be addressed, Sections, and Glossary. Each section is allotted for presentation of relevant contents about hotel management matters which are meant to be content input on which to provide the prospective learners with opportunities to be exposed to a variety of language skills and vocabulary items. For the purpose, each section presents a reading text as an input text.

Results of the Analysis on Data Obtained from the Experts Judgment Phase

The result of the descriptive analysis indicates that the mean scores assigned by both experts are 3.2453 and 3.6981 respectively. With the criteria values greater than 3.00, this (3.2453 and 3.6981 > 3.00) means that on the average the indicators reflecting the quality of the textbook can be categorized to be ‘good’. Thus, no revision is required of the textbook under assessment based on the quantitative measure. In addition to that, further analyses using t-test indicate no statistical difference between the mean scores yielded by both the hotel management and the English experts.

On qualitative feedback, the hotel management expert commented briefly about the textbook stating that the textbook has met the standards of the English proficiency satisfactorily as required in the hotel context. While his comment reflects positive values about the textbook, this should not be taken for granted as such. This comment should not be taken independently of others’ feedback which means that more similar evidence needs to be sought for to confirm the statement made by the hotel management. Unlike the hotel expert, the English expert paid a more attention to language matters. The feedback related with grammatical expressions requires simplification of the expressions. Meanwhile, the feedback related with spelling correctness addresses the accurate use of the spelling of several words found in the text.

Results of the Analysis on Data Obtained from the Validation Phase

There are 10 (ten) sources of the quantitative data for the purpose of the analysis: 8 (eight) the English lecturers and 2 (two) the hotel and the English experts. These English lecturers were independent in assigning the scores because their domicile was spread in East Java, Bali, South Kalimantan, and Jakarta. The results of this descriptive analysis on the quality of the textbook can be categorized to be ‘good’ at figures greater than 3.00, implying no revision required of the textbook. The statistical analysis using Hoyt’s ANOVA (Mehren and Lehman, 1984: 277-278) results in $r_{pi} = .9504$ (Sig. .5, n=10) which means a very strong agreement among the raters in assigning their scores.

Qualitative Data Collected from the English Lecturers

When observed more closely, the strength of the textbook viewed by the English lecturers can be distinguished into 3 (three) areas, namely content, language, and exercise. In terms of its contents, the textbook is considered positive in providing appropriate instructional materials, equipping the students with essential connections that enable them...
to go beyond the classroom activities, containing elaborate and representative materials for students of hotel management departments, providing appropriate learning experiences in terms of English skills, and finally being suitable for students with sufficient knowledge and skills of English beyond general English. The textbook is considered affirmative in containing sufficient vocabulary items which are not only presented contextually but also linked closely to hotel management matters. Finally, in terms of exercises, the textbook is also well thought-out of highlighting ample opportunities for students to practice functionally in both contents, i.e. hotel management matters, and English simultaneously. In addition, the tasks of the textbook are also viewed to be of a various types, alleviating students’ boredom in learning. Their experience in using the textbook showed that students were more active and felt that their knowledge on hotel management became more maintained and supported.

Apart from those positive sides, the textbook is also deemed to have several pitfalls in four main areas, namely content, language, exercise, and layout. Seen from contents, the textbook tend to have long texts that would require longer time to comprehend. Also, the English lecturers are concerned with the need to include audio/video materials in the form of VCDs or DVDs. They also think that the accompanying phonetic transcription is less useful; more oral practices on vocabulary items are preferable. Finally, there is also a need to include information concerning the appropriate target audience of the users, levels of English mastery required, and time allocation. Next, in terms of language, some consider that the textbook has many difficult words, lacks integrated exercises on grammatical elements, and contains no description of local cultural aspects. In terms of exercises, the textbook has plenty of exercises which are considered not appropriate with the time allocation. Also, some see that instructions in exercises addressing language skills listening, speaking, reading, and writing are unclear. Finally, the textbook is also evaluated to have several pitfalls: some missing pages, some upside down, not colorful illustrations, unclear and in appropriate pictures.

Qualitative and Quantitative Data Collected from Students by the end of the semester, the sixty four students were asked their opinion about the textbook using a set of questionnaire. On the average, the mean score of the students is 3.09, which is greater than 3.00 (3.09 > 3.00). This means that on the average the textbook can be categorized to be ‘good’. Therefore no revision is required of the textbook under assessment based on the quantitative measure. The statistical analysis using Hoyt’s ANOVA (Mehren and Lehman, 1984: 277-278) confirms this in which the value which is 

$$ r_{pi} = .819 \text{(Sig. 5%, n=64) meaning a very strong agreement among the students in assigning their scores.} $$

On the positive aspects of the textbook, the students felt they learned something related with hotel management aspects despite the problems they encountered with the language aspects (vocabulary items) as well as the length of the reading passages. Thus length of reading texts seems to be the problem for the students. This is the areas of the pitfalls of the textbook seen from students’ viewpoint.

Qualitative Data Obtained from the Hotel Supervisors

In terms of the contents, the positive sides of the textbook is that the supervisors considered the textbook right in providing the students with instructional materials related with knowledge necessary for hotel supervisors on hotel management that is conveyed in English of hotel context. Also, the supervisors felt that they learned the importance of hospitality in hotel context and how it should be put into practice through not just actions but also English as a medium of communication. In terms of language aspects, as supervisors who have had hands-on experiences in handling managerial matters in hotels, they felt that the level of English as used in the textbook is also right. So, are the types of the exercises which, according to them, are useful, various in tasks and challenging to accomplish. The supervisors, however, also offered several points of suggestions particularly in the areas of tasks. First, some tasks which involve the four language skills: listening, speaking, reading and writing have unclear directions. Additionally, they felt that some exercises as well as several texts are long. As a consequence, they are time-consuming to complete and tend to make the students get bored.
PRODUCT REVISION

In general the areas that need to be taken into considerations as the concern for revision on the textbook as a whole can be summarized as the following: text length, vocabulary items, spellings, grammatical accuracy, clarity of tasks, number of items in the tasks, layout and format, clarity of pictures and some illustration materials, and information of English levels for which the textbook is intended. In brief, English lecturers, students, and hotel supervisors provided their feedback cooperatively, which is both encouraging and provides clear indication of the pitfalls of the textbook as a learning resource. Thus their feedback is useful as a basis for revising areas that need to be improved.

DISCUSSION

Needs assessment involving students was focused on the students’ experience in the workplace when they experienced OJT which was then compared to what they had in the campus. In the theory of needs assessment, the gaps existing between what the students get in campus and what the students get in the industry was considered as important data (Berwick, 1989:55 and Hutchinson and Waters, 1987:55-56). However, in this current study the learners’ need covering ‘what the learner’s think they need to know and what the learners’ want to know as an individual’ as stated by Holliday and Cooke (1983) was not conducted. In this case, then, the students were positioned to play as a role as a data source at the triangulation (Cohen, Manion, and Morrison, 2000; Patton,1990).

Textbook mapping as well as textbook-content designing was posed with several challenges. Theoretically, Hutchinson and Waters (1987:109) provide a guideline for the need to put an emphasis. Thus, a textbook may be developed with an emphasis on language or on contents, or a combination of both language and contents. Theoretically, this guideline is palpable. However, in practice even when the guideline is considered by taking a combination as such at hand, the challenge still exists. Unfortunately, there is no single conceptual guideline available in this matter. As a consequence, as a decision needs to be taken for the purpose of developing the textbook, the following decision was made intuitively and arbitrarily. As with the English aspects, the proportion was made more on language skills (listening, speaking, reading and writing) than language components such as grammar and vocabulary items. This decision is linked to the ideas of the communicative language teaching movement (for instance Savignon, 1983) which puts more focus on the importance of equipping the students with functional and communicative language skills. Within language skills, further proportion making on these skills was also made. Unlike operational levels of hotel English, in managerial levels, the skills required are believed to be more on reading and writing while maintaining the integration use of listening and speaking skills at an approximately proportional level. Meanwhile, in the content aspects the proportion was made on providing more materials linked with roles and responsibilities of hotel managers and supervisors than other related materials such as international management and social skills, and cultural matters, which are also important for the managers to be mastered. This picture partly reflects the findings of a study conducted by Rahman and Sinhan (2010) that students are not fully satisfied with the layout and physical make-up of the coursebook investigated. In addition, 50% of the teachers were not satisfied and 30% of the teachers judged that it was not adequate, and the activities did not promote the critical thinking. Therefore, before designing a coursebook a detailed analysis should be carried out. Developing a textbook could not depend only on the syllabus.

Concerning the content, this textbook uses authentic materials taken from many sources which have relation with hotels written by native speakers and the exercises were made and modified by the researcher. The use of the original materials from the native speakers is because hotel materials were mostly written by native speakers and using those materials will help the students to have more comprehensible input. The result of this kind of model of material development is in line with the research finding of Sabet and Danesvar (2010). That is, using original materials would enhance more efficient reading comprehension, particularly in the case of the participants of Iranian medical students who studied reading comprehension. Another finding was there should be a minimum level of entrance for the learners which is required of them to participate in predominantly content related activities because if
the learners lack either language proficiency or content, it will cause problems for the students.

Textbook writing was also posed with several challenges. In putting the principles of contextual teaching and learning approach (Johnson, 2002 and Sears, 2002) from theory to practice, by concept seven pillars in the contextual teaching and learning approach, namely constructivism, community learning, inquiry, questioning, modeling, reflection, and authentic assessment need to be put into practice in developing the textbook in this present study. However, it seems not to be that simple to put the ideas of these pillars in developing the textbook. In this present study, the principles of community learning, inquiry, and modeling dominate the tasks; principles from the rest of the pillars were put into use sporadically in the textbook. Concerning the principles of contextual teaching and learning a similar methodology of textbook development was used by Brunton (2009) who used the principles of presentation, practice and production which are essentially the seven pillars of CTL.

The second place of the challenges in writing the textbook is related with the implementation of project-based learning. According to Johnson (2002:160-170), learning through a project implies that students will make something as projects in their learning for example running a restaurant with a particular cultural theme. While the use of language may be emphasized in such a project-based learning mode, project-based learning seems to require more on the demonstration of the mastery of the contents. The textbook to be developed in this study is more on language orientation than contents. Considering this, project-based learning is not totally employed in this present study, and more is put on task-based, content-based, and problem-based learning ideas as proposed by Ellis (2003), Richard-Amato (2003), and Brinton, Snow, and Wesche (1989) respectively.

Ideally project based-learning involves many parties such as teachers, students, and stakeholders. The stakeholders in this textbook are still very limited to the hotel subject specialists and the General Manager or Middle managers who teach in English. In the real practice the parties are still limited to students and English teachers. Subjects specialists have their own project with the students. The problem here is that collaborative teaching is still quite limited where as another important thin has also been taken into consideration as what was found in the following research finding.

One of the purposes of developing this materials is to use English in a certain subject matter specifically hotel English therefore there should be collaborative teaching, discussion, preparing syllabus and others. However, based on the findings of the research of Wiczaroski, Zita and Ildikó (2010), it was not enough. Students are now moving around the world. The subject specialists are not enough only mastering the language, or the language teachers master the subject. The collaboration is not only between both of them, but it has to involve many other parties. What the language teachers and subject specialists have to do is improving the quality of educational staffs and cultural inputs and improved materials and methodological inputs. These two can be broken down into the relationships between colleagues, i.e. the culture of how colleagues see, respect and work with each other must evolve into a more receptive, cooperative, collaborative styles, and this involves of the university and the stakeholders.

Experts judgment was also posed with several non technical challenges. Finding experts who really have the expertise English education and instructional materials development in particular EAP is not a simple job. So, is finding an expert who has ample experiences in hotel management matters. Secondly, these experts also have other responsibilities apart from their willingness to serve as an expert to evaluate the textbook developed. The assignment to these experts is to evaluate the whole textbook of about 250 pages based on the textbook evaluation guide. This evaluation requires accuracy, which was certainly a source of causes of boredom on the expert’s side. As a consequence of this, textbook evaluation took about 2 (two) months to accomplish.

Similar non technical challenges also happened during the try-out phase. For example, since the textbook needed to be used by English lecturers in a particular semester, finding appropriate students in a relevant semester which would suit the materials in the textbook is also a difficult job to accomplish. The process of using the textbook itself in the teaching learning process also took some time to accomplish, i.e. approximately 1 semester. This reflects what Sysoyev (2000) states that course evaluation is the last, but not the least, important stage. Teachers should evaluate their courses to improve and promote their effectiveness. Evaluation can be done in two different ways: implicitly and explicitly. Implicit
evaluation takes place during the semester, when learners, by their grades, participation, and motivation, give clues to the teacher on how their learning is going on. Explicit evaluation may take place at the end of the course or after students have experienced it. Using questionnaires, surveys, talks, etc. teachers ask the students to express their attitude towards the subject matter, instructional methods, activities, teacher’s role and so on. Evaluation of the course is a brave step for the teacher. Teachers should be open-minded in hearing learners’ comments.

CONCLUSION

The end product of this research study is an ESP textbook that is developed to accommodate the learning needs of occupational English at the supervisor level of students of in particular Diploma III Program in Hotel Management, and in general those students of hotel and tourism colleges in Indonesia. The product of the current study is the one that meets the clear criteria of a good ESP textbook. The textbook is developed on the basis of ESP principles in general and EOP in particular in which two main instructional approaches are adopted, namely content-based and problem-based, as well as some project-based.

This textbook is developed to contain mainly two main features. The first deals with English skills: listening, speaking, reading, and reading presented in integration with the emphasis on reading and writing, at the minimum of the intermediate level. The second deals with the contents including these: hotel management English materials which explain the work of general hotel manager, hotel supervisors, staffs, social skills, cultural adjustment and international management; exercises which consists of vocabulary, mind mapping and words definition, task bases, problem bases and some project bases, and glossary as well as the book map which presents the outline and the structure of the textbook.

RECOMMENDATION

With reference to the process as well as the result of the present study in the form of a textbook on EOP, curriculum developers of EOP need to formulate the competences based on actual competences that are really required by the students when they later have to go to work. Also, curriculum developers need to consider the relevancy as well as the adequacy of the instructional materials for the purpose of the accomplishment of the competences to be learned by the students. In determining learning experiences, curriculum developers need to consider providing a variety of learning experiences which would activate students’ learning as assigning certain tasks concerning handling complaints of certain events or functions or complaints that could not be solved by the staff. Considering the importance of both contents and English as the medium of communicating contents, ESP book writers need to have the arts in balancing the sound contents and English skills in the textbook that will be developed so that the students will have meaningful learning experiences. Also, as the success of the use of these materials depends much on the cooperation between English lecturers and students. As mostly they do not have the background knowledge of hotel and tourism subjects, English lecturers have to maximize the function of a prompt agent and resource persons. Therefore, they have to learn much from the related resources. This awareness has to be built continuously to raise the growth of self confidence and professionalism in teaching learning process of ESP/EOP.

REFERENCES


